

# COMMON SCHOOL ASSISTANT.

A Monthly Paper, for the improvement of Common School Education.

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Edited by J. Orville Taylor.

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From the well-known character and abilities of the Editor of this Paper, and the vital importance of the cause it advocates, we hope that every citizen will consider it his duty to aid in giving the "Common School Assistant" a circulation in every family and school in the Union.

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## COMMON SCHOOL ASSISTANT.

### TO PARENTS.

An education is a young man's best capital; for a well informed, intelligent mind has the best assurance of future competency and happiness. A father's best gift to his child, then, is a *good education*.

If you leave them wealth, you may ensure their ruin; at the best, you only leave them that which at any moment may be lost.

If you leave them with a cultivated heart, affections trained to objects of love and excellence, a mind vigorous and enlarged, finding happiness, pure and elevated, in the pursuit of knowledge, you *effect an insurance* on their after happiness and usefulness. Unless you bring up the young mind in this way, you cannot with any justice, claim for it respect or independence.

Your children must be virtuous, or they cannot keep virtuous society: nay, they will not desire it. They must be intelligent to have intelligent associates, and they must have habits of industry and sobriety to make the company of the industrious and sober agreeable.

It is in your power to bestow this virtue, this intelligence and these golden habits.—Present them a good model in your own life, and give them every opportunity to cultivate the heart and the understanding. Spare no expense on your school, and put into your

children's hands every thing that may encourage or assist them in their mental and moral improvement.

### MUSIC IN SCHOOLS.

A report has just been made to the Board of Public Schools in Boston, on the introduction of vocal music in common schools; and as this is an important subject, worthy of much more attention than has yet been given to it, we have made an abstract of the report for our readers. The whole is a happy specimen of argument and eloquence.—After a few preliminary remarks, the committee say:

"There are two general divisions which seem, in the opinion of the committee, to exhaust the question. The *first* is, the intrinsic effect of the study of vocal music as a branch of instruction in the schools and on them, and *secondly*, its extrinsic effect as a branch of knowledge without them. Under these two divisions, we propose to treat the subject.

"There is a three-fold standard, a sort of chemical test, by which education itself and every branch of education may be tested. Is it intellectual—is it moral—is it physical? Let vocal music be tried by this standard."

The report proves that vocal music can well sustain this trial. More than this: good reading is shown to be dependant on the cultivation of vocal music; and also, that true "recreation" and "piety" are greatly aided by this vocal exercise. "Where music is not, the devil enters," is a familiar German proverb in regard to schools: "And music," says a German writer, "is the gymnastic of the affections."

"In the language of an illustrious writer of the seventeenth century, 'Music is a thing that delighteth all ages and besecmeth all states, a thing as seasonable in grief as joy, as decent being added to actions of greatest solemnity, as being used when men sequester themselves from action.' If such be the natural effects of music, if it enliven prosperity or sooth sorrow, if it quicken the pulses of social happiness, if it can fill the vacancy of an hour that would otherwise be listlessly or unprofitably spent, if it gild with a mild light the chequered scenes of daily existence, why then limit its benign and blessed influence? Let it, with healing on its wings, enter through ten thousand avenues, the paternal dwelling. Let it mingle with religion, with labor, with the home bred amusements and innocent enjoyments

of life. Let it no longer be regarded merely as the ornament of the rich. Still let it continue to adorn the abodes of wealth, but let it also light up with gladness, the honest hearth of poverty. Once introduce vocal music into the common schools and you make it what it should be made, the property of the whole people. And so as time passes away, and one race succeeds to another, the true object of our system of public education may be realized, and we may year after year raise up good citizens to the commonwealth, by sending forth from our schools happy, useful, well instructed, contented members of society.

"The subject in this connection, swells into one of national universality and importance. There are said to be at this time, not far from *eighty thousand* common schools in this country, in which are to be found the people who in coming years will mould the character of this Democracy. If vocal music were generally adopted as a branch of instruction in these schools, it might be reasonably expected that in at least two generations we should be changed into a musical people. The great point to be considered in reference to the introduction of vocal music into popular elementary instruction is, that thereby you set in motion a mighty power which silently but surely in the end will humanize, refine and elevate a whole community. Music is one of the fine arts. It therefore deals with abstract beauty, and so lifts man to the source of all beauty, from finite to infinite, and from the world of matter, to the world of spirits and to God. Music is the great hand-maid of civilization.—Whence come these traditions of a reverend antiquity, seditions quelled, cures wrought, fleets and armies governed by the force of song; whence that responding of rocks, woods and trees to the harp of Orpheus; whence a city's walls uprising beneath the wonder-working touches of Apollo's lyre? These, it is true, are fables, yet they shadow forth beneath the veil of allegory, a profound truth. They beautifully proclaim the mysterious union between music as an instrument of man's civilization and the soul of man. Prophets and wise men, large minded law givers of an olden time understood and acted on this truth. The ancient oracles were uttered in song. The laws of the twelve tables were put to music and got by heart at school. Minstrel and sage are in some languages convertible terms. Music is allied to the highest sentiments of man's moral nature, love of God, love of country, love of friends. Wo to the nation in which these sentiments are allowed to go to decay. What tongue can tell the unutterable energies that reside in these three engines, Church Music, National Airs, and Fireside Melodies, as means of informing

and enlarging the mighty heart of a free people!

"Foreign examples are before us. In Germany, the most musical nation in the world, music is taught like the alphabet.—In Switzerland and Prussia, it is an integral part of the system of instruction. Regenerated France has, since the revolution of July, appropriated the same idea. Her philosophic statesmen are trying to rend the darkness, and prepare their country for the future that is before her. 'We cannot,' says M. Guizot, 'have too many co-operators in the noble and difficult enterprise of amending popular instruction.' England still halts in the march of reform. We ask the attention of the board to the following passage from a work of extraordinary eloquence and power, recently published in England, written by Mr. Wyse, a member of the British Parliament. 'Music,' says this writer, 'even the most elementary not only does not form an essential part of education in this country, but the idea of introducing it is not even dreamt of. It is urged that it would be fruitless to attempt it because the people are essentially anti-musical. But may they not be anti-musical because it has not been attempted? The people roar and scream, because they have heard nothing but roaring and screaming, no music from their childhood. Is harmony not to be taught? is it not to be extended? is not a taste to be generated? Taste is the habit of good things—'je ne suis pas la rose, mais j'ai vécu avec elle'—it is to be caught. But the inoculation must somewhere or other begin. It is this apathy about beginning that is censurable, not the difficulty of propagating when it has once appeared. No effort is made in any of our schools, and then we complain that there is no music among scholars. It would be just as reasonable to exclude grammar, and then complain that we had no grammarians.'—With these sentiments your committee heartily concur. Let us, then, show this apathy no longer. Let us begin. Prussia may grant instruction to her people as a boon of royal condescension. The people of America demand it as their right. Let us rise to the full dignity and elevation of this theme. We are legislating, not about stocks or stones, or gross material objects, but about sentient things, having that in them which while we are legislating grows, and still will grow when time shall be no more. From this place first went out the great principle that the property of all should be taxed for the education of all.—From this place also may the example in this country first go forth of that education rendered more complete by the introduction by public authority of vocal music into our system of popular instruction. 'The true grandeur of a people,' says Cousin, 'does not consist in borrowing nothing from others, but in borrowing from all whatever is good, and in perfecting whatever it touches.'—Rome grew to greatness by adopting whatever she found useful among the nations whom she conquered. The true policy of the American legislator on the subject of education is, to gather whatever of good or bright or fair can be found from all countries and all times, and wield the whole for

the building up and adorning of the free institutions of our own country."

#### TRUTH AND ELOQUENCE.

The following from the pen of one of the most celebrated philosophers that the world has ever produced, is a very enlarged and just view of the subject of education:—

"In fine, if the world is ever to be enlightened and regenerated—if the predictions of ancient prophets are to be fulfilled—if the benevolent purposes of the Almighty, in relation to our world, are to be accomplished—if war is to cease its desolating ravages, and its instruments to be transformed into ploughshares and pruning hoes—if selfishness, avarice, injustice, oppression, slavery and revenge are to be extirpated from the earth—if the tribes of mankind are to be united in the bonds of affection and righteousness, and praise spring forth before all nations—if the various ranks of society are to be brought into harmonious association, and united in the bond of universal love—if the heathen world is to be enlightened, and the Christian world cemented in one grand and harmonious union—if the landscape of the earth is to be adorned with new beauties, and the wilderness made to bud and blossom as the rose—if 'the kingdoms of this world are to become the kingdoms of our Lord and his Messiah,' 'the whole earth filled with his glory,' and his sceptre swayed over the nations throughout all succeeding ages—these long expected events will undoubtedly be introduced by the universal instruction of all ranks, in every thing that has a bearing on their present happiness or immortal destiny. If we, therefore, refuse to lend our helping hand to the accomplishment of this great object, we virtually attempt to frustrate the purposes of the Eternal, and to prevent the present and future happiness of mankind."

\* \* \* \* \* "We may legislate as we have hitherto done, for ages to come—we may make, unmake and modify our civil laws, enforce hundreds of regulations and enactments for the punishment and prevention of crime—we may build thousands of churches, and colleges and academies without number—we may engage in profound discussions and investigations, and compass sea and land to make proselytes to our opinions—but unless the foundations of society be laid in the rational and religious education of all classes of the young, our most specious plans will prove abortive, and our superstructures gradually crumble into dust, and, like the baseless fabric of a vision, leave scarce a wreck behind."

#### GOVERNOR EYERETT'S REMARKS.

At the late anniversary of the public schools of Boston, the governor of the commonwealth spoke of those schools as "the friends of his friendless youth and poverty," and as having given him "a better education than he had the means of getting in any other way." Speaking further of the system, he said—

Sir, it is of manifold, and if I may so express myself, compound importance. It is

important, in and by the importance of almost every great and desirable object in life, toward the attainment of which education furnishes the means. I do not know that this view of the matter is sufficiently familiar; that it is enough considered, that the support of the schools is not a separate interest, which may be taken up, provided for, or neglected, and all other things remain the same. I fear we may, even in this liberal community, be disposed to regard it as one only of the items in the year's estimate, lighting or paving the streets, erecting public buildings, or bringing pure water into the city. In reference to all such objects, the people of course have only to consider whether they will or will not provide for any one of them, dispensing with or enjoying some or all the rest. Thus, for instance, the people, if they choose, may spend all their funds applicable to such objects, in lighting, paving, and watching the streets, leaving them as to width and straightness—as they were left by the original surveyors—said to be the domestic animals as they came home from pasture. Or they may bestow their surplus on public buildings, and content themselves with water as it is mediated in the laboratory under our feet; the natural soda, not in all cases remarkably sprightly nor of the best flavor.

But to speak with the seriousness which becomes the topic, it is not so with education. This is the one living fountain, which must water every part of the social garden, or its beauty withers and fades away. Of course I mean, sir, moral and religious as well as mental education. This is the single avenue, straight and narrow at first, but gradually widening, which all must tread who would arrive at usefulness and a good name. This is the temple which all must enter; built like that which Marcellus erected to virtue at Rome, through which lay the only path to the temple of honor. Its one simple portal stands unbarred for the mighty company of emulous youth of whatever object in life. There is room for all, and when they have entered in, a thousand doors fly open before them, leading to every hall of prosperity and virtuous fame. It is, next to religion, the shrine from which must flow out the issues of peace to our fire sides—of activity and enlightened enterprise to our marts of business—of wholesome respect to our courts and senate-houses. It is the elemental fires which must lighten, warm and cheer us—as men and citizens. Talk of public building, sir! Let the plain brick school-house go down, and though we pile our hill-tops with structures, that surpass the time-defying solidity of Egyptian Thebes, or the immortal gracefulness of Corinth or Athens, they will but stand the gorgeous monuments of our shame. Quench the beams of education, and though we should light up our streets like Milton's Pandemonium—

—With many a row  
Of starry lamps and cressets, fed  
With naphtha and asphaltus, yielding light  
As from a sky,

till midnight outshine the noontide sun, our children's feet would still stumble on the dark mountains of ignorance, as black as death.

I speak in strong language, sir, but the truth is stronger. I have compared education only with other objects, that pertain to the comfort or ornament of this life!—great objects, I allow, in the calculations of a temporal economy, and not unworthy of the care bestowed upon them in this city, and never more than under its present enlightened and efficient government. But in themselves, they are, like every thing else which begins and ends in this life, bustling unsubstantial vanities. What considerate man can enter a school, and not reflect with awe, that it is a seminary where immortal minds are training for eternity! What parent but is, at times, weighed down with the thought, that there must be laid the foundations of a building, which will stand, when not merely temple and palace, but the perpetual hills and adamantine rocks on which they rest, have melted away! that a light may there be kindled, which will shine, not merely when every artificial ray is extinguished, but when the affrighted sun has fled away from the heavens!

#### DECISIONS

Of the *SUPERINTENDENT of Common Schools of the State of New-York*, by JOHN A. DIX, Superintendent of Common Schools. Together with the laws relating to common schools, and the forms and regulations prescribed for their government. Published by authority of the legislature.

This is an important, much wanted work, and the legislature, at the expense of the state, have ordered a copy for each school district. These DECISIONS have been made by the highest authority, from which there is no appeal, "and arranged in a form similar to that in which cases decided in the supreme court are reported." "This collection is designed to embrace every important case which has been decided by the Superintendent." It is a laborious work, yet a voluntary one by the Superintendent. He has labored arduously and successfully for the public. Although there will be no other pay than the one suggested in the extract we make below from the *Preface*, yet we think this will be a rich reward.

"Should this publication," says General Dix, "have the effect of diminishing the number of controversies in school districts, or lead to an amicable settlement of them before they shall ripen into feuds, and thus contribute to the preservation of that spirit of harmony on which the social comforts of parents, and the intellectual improvement of their children are alike dependent, the undersigned will be amply repaid for the labor expended in preparing the decisions for the press."

As this work is costly and of great value, it is hoped that each district will secure and preserve its copy. Gentlemen wishing a copy

for their own private libraries, can be furnished by calling at our office.

#### "HOW CAN WE HELP IT?"

While on a tour in aid of common schools, sometime since, we heard a mother exclaim, "O—I can never consent to have my children attend a district school. In your district school there is no moral government. So much bad conduct—so much profanity—so much to corrupt and destroy good habits, in contact with which I could never place my children."

Now this mother was sincere, and, probably, with regard to the school in her neighborhood, right. She was a mother that felt a never-dying interest in the future welfare and happiness of her children, and she knew, what many seem not to know, that the happiness of her children largely depended upon the influences to which they were subjected, at school. The dislike she felt to sending her children to the common school is a feeling that prevails among many of our fellow-citizens, and we are obliged to acknowledge there is much reason for this feeling.

It is a state of things greatly to be lamented. The wealthy and the poor charge the fault to each other. Many thoughtlessly say, "How can we help it?"

The wealthy, and such as wish a school suited to their children; a school of a high character, where virtue and intelligence are taught and practised, and who know that there can be no such school without a good teacher and a liberal salary, complain justly, that they are thwarted in this reasonable desire by a majority of their neighbors who do not feel the value of a good school and a good teacher.

This majority, in many instances, prefer paying low wages. In consequence, they have an illy qualified teacher and a miserable school.

Their neighbors then withdraw their children and employ a qualified, select teacher, or send their children to the academy. This increases the already degraded condition of the district school, and subjects those who support it to an increase of their respective "school bills."

Thus matters continue from year to year each party blaming the other, and crying "how can we help it?"

Now we would suggest this remedy. The only reason why the one party refuses to employ a good teacher is because of the expense. If, then, the other party will come forward and say, "We will employ a qualified teacher for the district and pay him;

you may send your children and pay what you choose," the difficulty will be overcome, there will be a good school, a college in every neighborhood, the child will have the benefit of parental care, and, what is of the greatest importance to both parties, every child in the district would receive a first rate education.

This plan will be a saving. Those who now employ select teachers, or patronize academies, will not find it necessary, when all are combined, for each to pay so much as before.

Those who were in favor of a cheap teacher, after having experienced the great benefits of a good one, for a short time, will then be willing to pay their full share, rather than not have such a teacher.

In this way much of the bad feeling among neighbors, and many of the evils of district schools may be removed. H.

#### FARMER'S SCHOOL BOOK.

The improvement of common schools requires a complete, though plain and cheap treatise on the science and practice of agriculture. Such a work, I am glad to say, has been published by J. Orville Taylor.

The book has been written by many of the most distinguished agriculturists of the age, distinguished for practice as well as science.

The schools, I think, should not hesitate to obtain this work, called the "Farmer's School Book." Children and youth can now read, in their schools, and while receiving their education, what they will practice when they become men. This work is the very thing the schools want.

CALEB N. BEMENT.

#### POLITICAL ECONOMY—FIRST LESSONS.

By John M'Vicar, professor of Political Economy in Columbia College, N. York.

This work is one of the happiest efforts for the young mind, that the present age has produced. The principles of this great science are here brought out, clearly, forcibly, and with all the simplicity of childhood. Says the learned author in the preface:—"The first principles of political economy are truisms, which a child may understand; and which children should, therefore, be taught." How eloquently and satisfactorily has the author proved his assertion in the little work before us! Here, those great and fixed principles, open, simple and beautiful in themselves, but which frequently puzzle the unread legislator, are brought down to the comprehension and the language of the child. Truly the most learned men are the most simple men! How much knowledge does it require to be plain, and pure, and simple! Well did a great philosopher once say, "I need all my learning when I talk to a child." Profound remark! Would that more thought so, who are aiding the operations of the infant mind!

The work is intended either as a text book to be committed to memory by the children in the common school, or to be read by them



in class, used as a reading class book. The school that will introduce this little work will elevate its character at once. What inquiries—what comparisons—what closeness of observation—what reasoning—what enlargement of thought—what vigor and power of mind, will this work excite in the youth of this country.

#### A HAPPY THOUGHT.

Every common school is deeply impressed with the importance of bringing into the school room the practical information and every day business of after life. Some of the schools have introduced a few books, giving instruction *directly* on the labors of manhood; but a full series of such school-books are not in market, and the schools would find them too numerous and expensive, if they were to be had. The scholars, then, must use some means to obtain this kind of instruction, *more simple and cheaper*, than a book on each one of these fifteen or twenty branches. The branches that should be read in common schools, are these, and our paper will hereafter embrace them:—

##### 1. NEWS OF THE DAY.

This department will embrace, in a brief, plain form, all the leading important events, foreign and domestic, of the day; also, all the new laws that may pass the state and general governments. It may be the best summary of news that parent and child can obtain, and answer the purpose of a regular newspaper. This to be our first chapter.

##### 2. COMMON SCHOOLS.

On this subject, there will be one page given in each number. Their importance, defects, means of improvement, &c. will be enforced in this page, in a manner suitable for reading in school, yet aiming at the same results that the entire paper now aims at.

##### 3. SOCIAL MORALS.

This part of the paper, being one chapter in each number, will inquire into and enforce our social neighborhood relations—bringing out, plainly and vividly those civil duties which freemen and christians should know and practice.

##### 4. DOMESTIC ECONOMY.

This chapter will treat of housewifery, farming economy, business habits, and the ruinous, slovenly practices now so common on farms and in work-shops, and in the general manner of keeping accounts. It will show the true, business-like way of doing these things.

##### 5. POLITICAL ECONOMY.

In this department, those first principles will be taught which are level to children's minds, and which therefore should be taught to children. Such subjects as these: What

makes things cheap and what makes them dear—what labor is productive and what is unproductive—what are the uses of money, exchanges, political governments, &c. It may be made deeply interesting to even small scholars.

##### 6. AGRICULTURE.

This chapter will contain the *news and improvements* that may come up on farming, and thus answer, in a measure, the purpose of an agricultural paper.

##### 7. MECHANICS.

In this chapter, will be given the most important part of what is now published in "Mechanics' Magazines."

##### 8. DUTIES OF PUBLIC OFFICERS.

In this important department will be plainly stated, duties of path-masters, town-clerks, supervisors, commissioners, collectors, jurors, &c. As every one may be called on to fill these offices, all should have some knowledge of them.

##### 9. SCIENCE OF GOVERNMENT.

In this will be stated in a familiar way, the nature and form of our government—what it requires of the people, and also the people's duties to the government. What an important subject is this to freemen—to the American people!

##### 10. PRACTICAL CHEMISTRY.

This science will be taught in a simple way, by illustrations and experiments, and by a practical application to the business of life.

##### 11. NATURAL PHILOSOPHY.

This will be treated in the same familiar way with chemistry—giving the farmer and mechanic those advantages which the sciences impart when applied to the practical arts of life.

This paper will thus become unlike any other publication, and just the one every young man, and every elementary school, (as a reading book,) and family fireside should use.—The whole of this important information, in this form, can be obtained for 50 cents. In a book, the same amount of information, will cost \$4. We now ask the friends of science, of common schools, and of our moral and civil institutions to aid us. We will try to make the benefits reciprocal. Our next number will be a sample for the coming year.

#### TO CHILDREN AND YOUTH.

This is the season of the year when your parents are preparing to send you to the winter school. You will have four or five months to improve your minds. Now what are your thoughts on education? Have you ever looked seriously at the value of knowledge? Or, do you go to school, because the

winter sets in, feeling no strong desire to study, but rather disposed to have ease and fun during the schooling season? I wish I knew your feelings and your determinations; I then might say something for your assistance. We will, however, take it for granted that you intend to make the most of your school days—that you are disposed to learn this winter as much as the closest study can give. You will do well then to observe the following hints.

1st. Enquire, thoroughly, what are the best branches of study for your age and business in life. Do you intend to cultivate the soil? Then read the "Farmer's School Book"—study chemistry, natural philosophy, botany and the duties of public officers. You may say to me, but we do not know enough to take up these studies. Yes you do. Every one that can read can study chemistry, &c. There are books on these sciences that are *simple and cheap*, and your teacher should be able to assist you. At any rate you can read the "Farmer's School Book," and this will give you a great mass of information to use and work with when you go out into the fields, in after life. Be sure that you pay close attention to spelling, reading, writing and arithmetic. These are very important, if you study them practically and thoughtfully. Do you intend to be a mechanic? then study the minerals, metals and timbers—also chemistry, &c. Try and make the school teach you something of the business of manhood. Do not let it put you off with a little reading, writing and arithmetic. If you do the instruction never will benefit you much.

2d. Make this reflection: *If I am useful and powerful in after life, it will be because I obtained the means to be so while young.* Soon your education days are over, and your character is formed, fixed for life. If you have obtained an education you will keep it—if you have not improved your mind you *never* will. Now is the time for you to secure that which will make you respectable, happy and independent; and this is to be gained only by close study of those branches in the school room.

3d. You will now go to the school with a determination of purpose—a firm resolve to improve every moment. You will be careful to *obey and remember* your teacher's instructions. You will thoroughly understand the lessons, and joyfully spend the evenings with your books and intelligent friends. The spring then will open upon you with new beauties, and learned and honored men will regard you with high hopes and approbation.

## RESOLUTIONS WORTH READING.

The friends of education in Hampshire county, Mass. met in convention at Northampton on the 19th of September last. The Hon. I. C. Bates was chosen President, and Samuel F. Lyman, Secretary.

The resolutions passed by this convention will be found below, and we ask our readers to read and *re-read* them. Not only pass the eye over them, but let their truths have a lodgement in the mind—let there be *convictions*, deep, abiding, and *active*. There are some momentous truths which have almost lost their influence, from being so frequently repeated. The thoughts and words are so common, that they do not awaken our faculties. When over such thoughts it is our duty to *task* the mind, that we may get fresh, impressive views of these truths—truths possessing such thrilling interest, when rightly considered. The first resolve of this convention—a convention that understood this subject as well, if not better, than any one that could be assembled in the Union—is as follows:

*"Resolved*, That the subject of education ought to engage more sincerely than it has yet done the attention of our Legislature, the zeal of all men in office and authority."

Nothing could be more appropriate. Legislators will spend weeks on an incorporation for the purpose of making a bridge over a creek—yes, they will even slander and fight each other for weeks and months together; but how much time do they find for the people's education? Unless there is some money to be applied to education, this subject has no sympathy with them. Our legislation is consumed in struggling with present evils—it is not far-reaching—it is penal instead of being preventive. If we can learn to legislate on a wise plan—if the law is ever to become the school-master, the teacher, then we shall look more to the instruction, to the *education* of the people. And where is the zeal for education manifested by men in authority? We wait for a reply from our school officers. As long as they are so criminally indifferent, we cannot look to other places of station for help. The next resolution hints at

## CAUSES OF APATHY.

*"Resolved*, That in the immoderate desire of gain, in the anxious pursuit of various objects of enterprise, and in the more striving excitements of party, which allure and engage our citizens, there is imminent danger lest the cause of popular education fall into neglect and forgetfulness."

We ask our readers, (such particularly as are honest and feel an interest in this subject,) has not the 'spirit of gain,' the devour-

ing lust of wealth, made the subject of education *distasteful*? When the slave of Mammon is requested to buy a book for his offspring, or erect a better school-house, or patronize a paper for the improvement of education, does he not regard the request as an *impertinence*—as an interruption to his regular money-making business? And what does the "party man" for education, or the "party newspaper?" Do they ever speak or publish on education? A few do: but the great majority never inform themselves on this subject, and they would feel themselves entirely out of their element. No, we *must* become *rich*; we *must* elect our candidate; we *must* have a rail-road, or a bank, or an office. These are the things we desire, and these we talk about morning and night; and for these we give our money, and respect and voluntary labors. Are we not in danger of neglecting the mind? Of increasing in riches and physical strength faster than we do in mental and moral greatness?

We will go 500 miles to a political meeting, but never even read the notice for a common school convention. We will work with the "hired man" to see that he does not waste a moment's time, but never go into the school-room to see the teacher for years. We ask our readers to reflect on this subject. Does not *education* demand more of your time, and thoughts, and sympathies? Is not this great subject almost discarded from your consideration?

The next sentiment we extract gives, by negation, a good

## DEFINITION OF EDUCATION.

*"Resolved*, That the friends of free schools ought not to remain content with any system of instruction which does not unfold the physical and mental powers, discipline the mind to the thought as well as store it with knowledge, awaken to their full sensibilities the affections, implant religious principles, and educate the whole man."

But we do content ourselves with a little reading, writing and arithmetic, and still claim the credit of being friends to common education!! What does the school now to invigorate the mind? What is the physical education given, other than sitting in a room where the air is loaded with disease, the hard, high seats without back pieces, the cold draughts of air bursting up through the holes in the floor, and the stove so hot that those who are next to it are roasting; the larger boys lying down over the seats, and in this way pressing in the breast, deranging the digestive organs, and hastening on consumption's hectic cheek, and graveyard cough? What is that physical educa-

tion that makes the little one sit six hours a day bolt upright, on a hard bench, with the feet swinging six or eight inches from the floor!! and when they write, find it necessary to make a temporary elongation of body to get the chin above the desk, and thus hang by the throat with the feet swinging in the air, one hand grasping the pen and the other the paper!

And what is now done to cultivate the affections, or implant moral or social principles? The collisions of the school and the *exasperating* influence of the master's whip, plant and nourish the seeds of malignity. In this way we educate the *whole man*; but still we are the friends of education! But, my friends, do our schools, does the education they give, show that we are the friends of education? Let the school-houses and our children's education speak!

The next extract shows

## WHAT IS PRACTICAL.

It is often said that "educators do nothing but theorise—they give nothing *practical*." The resolution given here will not permit indolence to take refuge under this excuse hereafter. After reading this, every man may go to work with all his mind and strength; he need not wait for any thing more practical.

*"Resolved*, That a more thorough supervision and inspection of schools; a more decent, commodious, and healthful construction of school-houses; a more liberal appropriation of moneys; a more uniform and judicious selection of school books; a higher standard in the qualification of teachers, and the bestowal of a more generous compensation, are among the practicable and sure means that may be adopted in aid of the cause.

We cannot add to the fullness and plainness of this paragraph. We leave it to our readers for reflection, to peruse again, and to resolve they will put their shoulder to to the work.

We ask those who think cheapness the best qualification in a teacher; who think the teacher has an easy life of it, and that he is not a man who needs sympathy, or respect, or pay for his labors, to read the following resolve. If their views do not change, they never taught a school.

## TEACHERS' REWARD.

*"Resolved*, That the office of instructor of youth embraces duties the most responsible, services the most honorable, and labors the most arduous; and that it demands, much more fully than it has yet received, the sympathy, co-operation and respect of the community."

The teacher of a common school, if he is what he ought to be, should receive

\$25 per month, extra of board. His average price now is \$11—less than half his right due. We know that teachers get full as much now as they are worth; but they should qualify themselves better, and be worth more; and parents should be willing to pay such prices, that young men will feel justified in making preparations.

But the most important, the most appropriate resolve, is this last one we give our readers. It presents to us the cause of the prevalent criminal neglect of common schools. Let this resolution be pondered till it makes a deep conviction of our guilt.

*Resolved.* That while a laudable spirit has been manifested in this part of the Commonwealth, in founding and fostering private institutions of learning, there has been a melancholy neglect of common schools, and of the general diffusion of intelligence, which calls earnestly for reform and amendment."

#### LORD BROUGHAM.

(Continued.)

How justly can we apply the next extract to ourselves.

"But the third proposition which I undertook to demonstrate, relates to the kind of education given at our present schools. Not only are those establishments too few in number,—not only do they receive children at too advanced ages,—the instruction which they bestow hardly deserves the name. You can scarcely say more in its praise, than that it is better than nothing, and that the youth are far better so employed than idling away their time in the streets. They learn reading, some writing, and a very little arithmetic—less it is nearly impossible to learn. I speak of the ordinary day-schools generally; and I affirm that to hear such places called seminaries of education, is an abuse of terms which tries one's patience. Learning of that scanty kind is only another name for ignorance; nor is it possible that it should be better; for the schoolmasters are uneducated themselves; they know little of what they ought to teach; less still of the art of teaching, which every person who is only a little less ignorant than the children themselves, thinks he is quite capable of exercising.

It is strange to observe how far we are behind other countries in this most essential particular—the quality of our education. It should seem as if our insular prejudices had spell-bound us, as it were, by a word, and made us believe that a school means useful instruction; and that when we had covered the land with such buildings, whatever was done with them, or left undone, we had finished the work of instructing the people. I had lately an opportunity of observing what is now doing in almost every part of France, for the truly paramount object of making education good as well as general. Normal Schools, as they are called—places of instruction for teachers—are every where establishing by the Government. This happy idea originated with my old and venerated friend, Emanuel Fellenberg—a name not more known than honored, nor more honored

than his virtuous and enlightened efforts in the cause of education, and for the happiness of mankind, deserve. Five-and-twenty years ago he opened a school for the instruction of all the teachers in the Canton of Bern, of which he is a patrician. He received them, for the vacation months, under his hospitable roof, and gave them access to the lessons of the numerous learned and scientific professors who adorn his noble establishment at Hoffwyl. I blush for the infirmities, the imbecility of the order he and I belonged to, when I add, that the jealousy of the Bernese Aristocracy prevented him from continuing this course of pure, patriotic, and wise exertion. But the fruits of his experiment, eminently successful as it proved, have not been lost. In other parts of the continent, Normal schools have been established; they form part of the Prussian system; they have been established in other parts of Germany; and I have seen and examined them in all the provinces of France which I visited last winter. I have seen twenty in one, thirty or forty in another, and as many as a hundred and twenty in a third Normal School—all teachers of youth by profession, and all learning their invaluable and difficult art. In fact, the improvement of the quality of education has every where, except in England, gone hand in hand with the exertions made for spreading it and augmenting its amount, and has never been overlooked, as often as any Government has wished to discharge one of its most important and imperative duties—that of instructing the people."

The truths in the foregoing are so important to us, that we will extend them a little. In this country, we consider "a little reading, writing and arithmetic" an education; and we have so multiplied schools, and diffused knowledge, that the instruction is of the very lowest character; so low, that we have not much to appeal to when we instance the educated as an argument in favor of education. Then, again we are apt to suppose that all is done when we have built a school-house and raised a school fund.—But a fund is not education; a good school system is not education; neither will a school-house ensure knowledge. The people, by their individual efforts, must breathe life into the system, put a qualified teacher into the school-house, and give every assistance to their children the studies may demand.

Relying, as we now do, on things which cannot educate, and resting satisfied with the scanty, defective education the children now get, what can we expect for our institutions? Now the people receive just such an education as the demagogue likes—*enough to read what he says, but not enough to know whether it is true or not.* We have quacks in patriotism, quacks in philanthropy, quacks in medicine, quacks in legislation, all of which is the very natural result of quacks

in teaching. There must be a sound, thinking, virtuous public mind; and to produce this, the common schools must educate in more branches, and with much more thoroughness than they now do. It is criminal to rest satisfied with what they are now doing for the children. What do they now teach that makes the man? what that makes and preserves us freemen?

The last remarks which we copy from the Speech, show the advance some of the schools have made in London. Where is there a school in this country so intelligent so prompt, so accurate? There is a good hint to teachers in this too—that of drawing the outlines of any place without a map.

"I have lately visited it in company with some of your Lordships, and certainly a more extraordinary spectacle of the progress of instruction among children I never beheld, nor, indeed, heard of in any country at any time. It is really astonishing how the human faculties could, at so early an age—indeed at any age—be cultivated to such a degree. A dozen or two of the children were asked such questions as these: "What is the interest of 535/7s. 4d. for fifteen seconds?" "How many men will stand, allowing two feet and a half to a man, on three quarters of an acre?" Scarcely a minute was given for the answers, and they were as correct as they were instantaneous. The pupils were never puzzled in any case of calculation but one, and that must have been from some misunderstanding, for it was really the only question which I could have answered without pen and ink. But this marvellous display was not confined to arithmetic: among other things, I saw a boy take a slate, without having any copy, and solely from memory trace upon it the outline of Palestine and Syria, marking all the variations of the coast, the bays, harbors and creeks, inserting the towns and rivers, and adding their ancient as well as their modern names. Now all this is real, substantial, useful knowledge, fitted alike to exercise and to unfold the faculties of the mind, and to lay up a store of learning at once the solace of the vacant moments, and the helpmate of the working hours in after years. I feel quite certain that when those children leave the school, they will be governed by such worthy principles, and stimulated by such generous appetites, as will make their pursuits honest and their recreations rational, and effectually guard them from the perils of improvidence, dissipation and vice."

#### GIRL'S SCHOOL BOOK,

Is for the reading of little misses who have just commenced that delightful exercise.—It is well adapted to the use designed. The second number of the Girl's Book is preparing by Miss C. M. Sedgwick.

"The Girl's Book I consider a superior work; not because it soars to the heavens in sublimity, but because it stoops to the capacity of children. It fills a vacant place in our system, and will prove of lasting importance to that class which Mrs. Taylor has kindly volunteered to assist. She will



long receive the thanks of the young; and when middle age creeps upon the youth, she will still be remembered. Respectfully,  
W. B. HOLMES, *Herkimer.*"

### HELP TO YOUNG WRITERS.

Is a useful little manual on rhetoric. It contains many important hints, and may be advantageously used as a reading book, by those who write compositions. It teaches the young how to arrange their ideas and how to express them in words—a very important lesson for both young and old.

The above works are published and for sale at the "Common School Depository," No. 80 State-street, Albany.

### A VALUABLE WORK.

*Comstock's Natural Philosophy* is, in our view, the best book for scholars on this very important subject. Its practical bearing, simple, lucid arrangement, and happy selection of subjects, make it one of the most interesting and useful school books now in market. We give it the decided preference over all other works published on this subject. Mr. Comstock is well known as a very popular writer on the sciences. His works, "*Youth's Astronomy*" and "*Youth's Book of Natural Philosophy*," (a smaller work than the one mentioned above,) are the very works that should go into all our common schools. We trust the time is not far distant when every school will use them.

### MORAL INSTRUCTION.

The "*Child's Book on the Soul*," by Rev. T. H. Gallaudet, is the best work we have seen to assist teachers in their moral instructions. This little book should be used as a text and reading book in all our common schools. It would produce a most happy effect on the moral and intellectual character of children. What is more important than to train the affections, implant right principles and elevate the soul to the love of excellence? The little book above fills an important place in the system of instruction—it should in the daily workings of that system.

### INVALUABLE SCHOOL BOOKS.

Town's *ANALYSIS* has received the most unqualified approbation of the "Regents of New-York," and also, of many of the most distinguished literary men and teachers of the age. Those who have not seen it do not know the time and money and knowledge lost, by every one who does not use the work. It puts the English scholar on an equal footing, with respect to our own language, with the classical scholar. The best schools in Albany, Troy, Utica, Rochester, Geneva,

Canandaigua, New-York city, New-Haven, Hartford and Boston have introduced the "*Analysis*" with the most decided approbation. Mr. Town has, it is admitted by all, done more to facilitate and make accurate, the acquisition of the English language, than the labors of all others for many years. There is not a school, or academy, or college that should not use it extensively; and there is none but what will, we think, as soon as the book can be seen and tried.

"*Town's Spelling Book*" is equally meritorious. It embraces the same principles of the "*Analysis*," but in a more simple form—intended for common schools and as an easy introduction to the "*Analysis*." If children use this spelling book, they will learn more of language in three months than they ever get from the spelling books now in use. Both books for sale at this office.

### BULLIONS' ENGLISH GRAMMAR.

Remarks on reading the second edition of "*The Principles of English Grammar*," by Professor Bullions.

It is now more than seventy-five years since Lowth's Introduction created this a new department of learning, at once independent of Latin, inviting to the scholar and intelligible to the unlearned. Classical minds, offended with the vanity and rude taste of a thousand writers on grammar, will again be refreshed with the logical definitions, the brevity and method, the taste and completeness of this second Lowth. It also has claims on several classes of instructors.

1. Those who would lead their pupils early to other languages will find this a natural gradus.
2. Those who wish the first book to be also the last, can dispense with others.
3. This is well suited to inure the tender mind, or the rude, to a plain practical and inviting logic, and is a pleasing preparation to the study of rhetoric and criticism; and its ever varying examples furnish no mean enchainment on the rule of life.

In all these respects it is no injustice to good authors to claim the first place for the grammar of the ALBANY ACADEMY.

GILBERT MORGAN,

Late Pres. of the Western Univ. of Pa.  
Albany, Sept. 20th, 1837.

### MORAL INSTRUCTION.

In a debate in the French Chamber of Deputies last spring, the poet and traveller, De Lamartine, opposing the idea that education should look only to what is produc-

tive in a temporal view, concluded his speech as follows:—

The soul, the intelligence is the harmony of all our moral faculties—that harmony wherein reside conscience and genius—*conscience and genius*, the only objects which your educational system forgets. But as to this conscience and genius, what produces them? What develops them? Is it *calculus*? Is it mathematics, the only science which feels not, thinks not, reasons not? No. It is those *moral studies*, which you would banish into exile among the inutilities. What then will be the result? You will have a nation of admirable workers, fit to make bridges and rail-roads, and tissues and cottons. But is that all the man? Is man a machine, a mere tool, fashioned to make money, to produce, in a given time, the greatest possible quantity of physical result? Has man no other than a mercantile, an industrial, a terrestrial end? If so, your system of positive instruction is perfect. But forget not, gentlemen, this doctrine degrades human nature. Man has another end, an end more noble, an end more divine, than to move stones about upon this earth. The end of man is thought, conscience, virtue: and the Creator of that human thought divine will not ask of civilization whether it has formed skilful operatives, useful industrials, and numerous manualists, but rather has elevated, and ennobled, and aggrandized, and moralized, and dignified this thought, by giving action to the great faculties which constitute man!

This is eloquence—full too of beauty and truth. Yes, man has a heart as well as a head—a moral nature as well as an intellectual; and the object of education is to develop and harmonize the whole being.—Training the affections, cultivating the heart, making us *willing and able* to love, and forgive, and forbear, disposed to seek our neighbors' good as well as our own, are important parts of education.

### REGRETS.

How frequently do we hear farmers and mechanics and merchants say, "How often have we regretted the meagre, starved education we received in our common schools. If these schools had been better, our education would have been higher, and we should not now have to lament the early years mispent, and the daily impediments of ignorance." Even the most learned men regret the deficiencies and errors of early education. Hear what a great man has said:

"If it should ever fall to the lot of youth," says Sir Walter Scott in his Autobiography, "to peruse these pages, let such a reader remember that it is with the deepest regret, that I recollect in my manhood the opportunities of learning which I neglected in my youth; that through every part of my literary career, I have felt pinched and hampered by my own ignorance; and that I would at this moment give half the reputation I have had the good fortune to acquire, if, by

doing so, I could rest the remaining part upon a sound foundation of learning and science."

We now ask parents, if they do not see an all-absorbing duty to perform for their children!!

#### TO FARMERS.

We give a few remarks from Gov. Everett's speech before the Essex Agricultural Society.

Lastly, that I may say a single word on a subject on which the orator has preceded me. It is a great and just boast of the pilgrims and their descendants, that they made early and ample provision for education.—Farmers of Essex, hold fast to that boast. I had rather for the appearance, if I must choose between them, see the country dotted all over, at its cross roads, with its plain little village school-houses, than have the high places of a few large towns crowned with the most splendid fabrics of Grecian and Roman art. I had rather, for the strength and defence of the country—if I must choose between them—see the roads that lead to those school-houses thronged with the children of both sexes, saluting the traveller as he passes, in the good old New-England way, with their little curtesy or nod, than gaze upon regiments of mercenary troops parading upon the ramparts of impregnable fortresses. Ay, for the honor of the thing, I had rather have it said of me, that I was by choice, the humblest citizen of the state making the best provision for the education of all its children, and that I had the heart to appreciate this blessing, than sit on a throne of ivory and gold, the monarch of an empire on which the sun never sets.—Husbandsmen, sow the seed of instruction, in your sons' and daughters' minds. It will grow up and bear fruit, though the driving storm scatter the blossoms of spring, or untimely frost overtake the hopes of autumn. Plant the germ of truth in the infant understandings of your children—save, stint, spare, scrape—do any thing but steal—in order to nourish that growth; and it is little, nothing to say, that it will flourish when your grave stones, crumbled into dust, shall mingle with the dust they covered—it will flourish, when that overarching heaven shall pass away like a scroll, and the eternal sun, which lightens it, shall set in blood!

#### WANTED.

One thing is wanted, and it must be had throughout the Union. **PUBLIC SENTIMENT MUST BE ENLIGHTENED.** An informed public opinion must work for the cause of popular education, what it has done for the cause of temperance. We might have legislated on intemperance up to the present moment, but what good would it have done? There were laws, wholesome and strong, against this vice, before the public voice was heard. But what influence had these laws? How inefficient will the best laws be when public opinion is wrong!

Laws seldom change opinions, but opinions change laws. Get public sentiment right, and there is no fear but what the laws will be obeyed. Light, then, must be poured upon the public mind. The indifference and apathy of parents—the want of preparation in teachers—the laxity and unfaithfulness of the school officers, must be published till they are heard and felt by every citizen. Every thing must be done, that will induce the people to co-operate with the school system. Wanting this co-operation, the system may be admirable in its external organization, and yet not work well. The internal regulations, those which are of the most importance, and which are, under the present state of things, necessarily left to the people, have been criminally neglected. And in a democratic government, it is doubtful whether any thing but the controlling voice of public opinion, can reach the internal affairs of the school.

#### WORTHY OF IMITATION.

The High School at Geneseo has, through the aid of a few benevolent men, offered to give instruction "free" for six months, to four young men from each town in Livingston county. The particular object is to aid those who wish to prepare themselves to teach common schools. Should not the high schools and academies in other counties take a hint from this *practical*, enlightened offer?

#### TO SCHOOLS.

We have at present, four applications from competent teachers, for schools.

#### NOTICE.

There will be a very important change in the character of this paper, after the present number. See 4th page.

#### LIBRARIES AND SCHOOL BOOKS.

Any district may be furnished with a library by sending us \$20. We have selected a good class of books for this library. Also, by the wholesale all the best school books now in use, may be had at this office. Booksellers can be supplied on the lowest terms.

The school books published at this Depository are also published by the following firms:

American Stationers' Company, Boston.  
Mack, Andrus & Woodruff, Ithaca, N. Y.  
J. & J. N. Bogert, Geneva, N. Y.  
Doir & Howland, Worcester, Mass.  
Iverson & Terry, Auburn, N. Y.  
Wm. Alling, Rochester.

#### AGENTS WANTED.

Agents are wanted to procure subscribers in this and other states. A liberal commission will be allowed. The best references, as to character and responsibility, will, in every case, be required.

#### NOTICE.

Schools and academies, wishing to employ well qualified instructors, and competent individuals disposed to teach, may apply to us, *post paid*. We will do what we can to provide schools with good teachers, and teachers with good schools.

When districts apply for teachers they should specify—

- 1st. The sex and qualifications required.
- 2d. The amount of duty to be performed.
- 3d. The salary to be given.
- 4th. The time when the teacher is wanted to commence, and the time for which it is wished to employ said teacher.
- 5th. Whether the travelling expenses of the teacher will be paid.

Teachers applying for situations should specify—

- 1st. Place of education and present residence.
- 2d. Age.
- 3d. Whether married or single.
- 4th. Whether the applicant has ever taught.
- 5th. Branches capable of teaching.
- 6th. Amount of salary expected.
- 7th. What situation is desired, whether as Principal, or Assistant, or private Teacher.
- 8th. The location preferred.
- 9th. Miscellaneous remarks.

Recommendations of moral character must always accompany the application.

#### TO PARENTS AND TEACHERS.

Many of the first minds in our country have been enlisted to write a set of school books for our children and youth. They will be found (to accommodate many of our friends who have requested them) on sale by the following persons:—

Anth. F. McCabe, Shanesateles, Onondaga co.  
Wm. B. Holmes, Herkimer, Herkimer co.  
George Gifford, New-Paltz, Ulster co.  
E. Gates, Troy, Rensselaer co.  
Robinson, Pratt & Co. New-York.  
F. D. Richardson & Co. Cooperstown, Otsego.  
Bennet & Bright, Utica, Oneida.  
Elias Palmer, Ballston Spa, Saratoga.  
S. Whalen, Milton, Saratoga.  
C. Roscoe, Sing-Sing, Westchester.  
S. Wescott, P. M. Hudson, Columbia.  
Potter & Wilson, Poughkeepsie, Dutchess.  
James H. Vale, Geneseo, Livingston.  
A. A. Lane, Bridgeport, Connecticut.  
Elasha Taylor, Annapolis, Maryland.  
E. Webb, Anderson C. H. South Carolina.  
D. Galusha, Lodi, Cattaraugus.  
Mack, Andrus & Woodruff, Ithaca, Tompkins co.  
Iverson & Terry, Auburn, Cayuga co.  
Bogart & Wynkoop, Geneva, Ontario co.  
Wm. Alling & Co. Rochester, Monroe co.  
Durrie & Peck, New-Haven, Ct.  
J. Angell, Almond, Allegany.  
J. Corey & Co. Independence, Allegany.  
Alfred G. Cross, Schoharie county.  
J. F. Jones, editor of Long-Island Farmer, Jamaica.  
Jno. W. Campbell, Petersburg, Va.  
Sturtevant & Austin, Catskill, Greene co.  
O. O. Wickham, Sag-Harbor, Suffolk co.  
Geo. Loomis, Newburgh, Orange county.  
Fiske & Woodburn, Russia, Herkimer co.

Steam-Press of Packard & Van Benthuyzen.